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ABSTRACT

The purpose of this study was to examine the relationship between parent efficacy, teacher efficacy, and parental involvement in selected school activities at Frayser Elementary School, a professional development school, in Memphis (Tennessee) and to present those results in the context of data from eight other schools. Questionnaires and interviews were used to solicit information from Frayser's principal, teachers, and 100 randomly selected parents. The majority of the 21 parents who responded lived in relatively low-income households where both parents worked outside of the home. Most of the 15 teaching faculty who responded were experienced, female, primary teachers. Parents and teachers agreed that parental participation in volunteer work at school, telephone calls with teachers, and teacher-parent conferences was low. However, Frayser parents, unlike teachers, reported high levels of parental involvement in helping with homework and spending time on other educational activities. Examination of data from all 9 schools (n=221 parents and 196 teachers) participating in the study revealed that neither parent self-efficacy nor parents' perceptions of teacher efficacy were significantly correlated with parent involvement. However, two demographic variables--family structure and family income--seemed to be moderately and consistently related to parents' and teachers' perceptions of teacher efficacy, parent efficacy, and parental involvement. Teacher self-efficacy scores were significantly and negatively correlated with several indicators of parent involvement. Results suggested a weak negative relationship between teacher self-efficacy and parental involvement and a weak positive relationship between teacher perceptions of parent efficacy and parental involvement. Summaries of data from surveys, and copies of the questionnaires are attached. (Contains 22 references.) (Author/IAH)

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Parent Efficacy, Teacher Efficacy, and Parent Involvement in Professional Development Schools

Research Report for Frayser Elementary School

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Abstract

The purpose of this study was to examine the relationship between parent efficacy, teacher efficacy, and parental involvement in selected school activities at Frayser Elementary School and to present those results in the context of data from 8 other schools. Using questionnaires and an interview, information was sought from 100 randomly selected parents, the teaching staff, and the principal at Frayser. Of the 21 parents responding to the parent/guardian survey, the majority lived in relatively low-income households where two parents worked outside the home. Of the 15 teaching faculty responding to the teacher questionnaire, most were female experienced teachers working at the primary level. Parents and teachers agreed that parental participation in volunteer work at school, telephone calls with teachers, and teacher-parent conferences was low. However, Frayser parents, unlike teachers, reported high levels of parental involvement in helping with homework and in spending time in other educational activities. Frayser's principal reported satisfaction with the efforts of the PTO and the teachers to involve parents in school activities but agreed that parental involvement remains relatively low and additional strategies are needed to increase parent participation. An examination of data from all 9 schools (n=221 parents and 196 teachers) revealed that neither parent self-efficacy nor parents' perceptions of teacher efficacy were significantly correlated with parent involvement. However, two demographic variables--family structure and family income--seemed to be moderately and consistently related to parents' and teachers' perceptions of teacher efficacy, parent efficacy, and parental involvement. Surprisingly, teacher self-efficacy scores were significantly, negatively correlated with several indicators of parent involvement. A more expected finding was that teacher perceptions of parental efficacy were significantly, positively correlated with parent attendance at parent-teacher conferences, parent volunteerism, parent help with homework, and parent assistance with other educational activities. The results suggest a weak negative relationship between teacher self-efficacy and parental involvement, and a weak positive relationship between teacher perceptions of parent efficacy and parental involvement. Teacher self-efficacy and teacher perceptions of parent efficacy were not correlated.

Introduction

Purpose and Scope of Study

The purpose of this study was to examine the relationship between parent efficacy, teacher efficacy, and parental involvement in selected school activities including: a) help with homework, b) other educational activities, c) volunteer work at school, d) telephone calls with teachers, and e) teacher-parent conferences. Parent efficacy is defined as a parent's belief that he or she is capable of exerting a positive influence on children's school outcomes, whereas teacher efficacy can be described as teachers' certainty that their instructional skills are effective (Hoover-Dempsey, Bassler, & Brissie, 1992). This research report provides information on data collected from parents[1] , teachers, and the principal at Frayser Elementary School. Frayser is a Memphis City school and is one of 11 schools participating in the College of Education's Professional Development School Program (PDS) at The University of Memphis. The report also summarizes data collected from eight other PDS sites included in the partnership.

Since becoming a PDS in 1992, Frayser Elementary has identified parent involvement as an important goal of its school improvement plans. Researchers and educators agree that children's academic achievement is related to their parents' involvement in home-school activities (Atkins & Forehand, 1979; Becher, 1984; Beecher, 1985; Bradley, Caldwell & Elrado, 1977; Brophy, 1970; Coleman, 1991; Comer & Haynes, 1991; Davies, 1988; Epstein, 1984; Galinsky, 1990; Gordon, 1978; Hess & Shipman, 1965; Lazar, 1983; Meyerhoff & White, 1986; Umansky, 1983; U.S. Department of Education, 1986).

Reflecting this belief in the critical link between school and home, at least two of the goals listed in the Goals 2000 Educate America Act of 1994 are directly related to parental involvement. Goal 1 states, "By the year 2000, all children in America will start to school ready to learn," and Goal 8 notes that ". . . every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children." In addition, standards established by the National Council for Accreditation of Teacher

[1] The term "parent" is used here to mean parent or legal guardian of a child.

Education dictate that beginning teachers must be able to collaborate "with school colleagues, parents, and agencies in the larger community for supporting students' learning and well-being" (NCATE, 1994). The present report, which furnishes an initial assessment of parents' and teachers' perceptions of parent involvement at Frayser Elementary School, can be used as a database in making informed decisions about future parental involvement activities.

Research Questions

The following questions were addressed as part of the study:

1. What is the relationship between parents' efficacy and their involvement in school activities of their children?
2. What is the relationship between teacher efficacy, teachers' perceptions of parent efficacy, and teachers' estimates of parental involvement?
3. What is the current status of parental involvement at Frayser Elementary?

Description of School

Frayser Elementary School is a KK-6 school and a part of Cluster 2 in the Memphis City Schools district. It is located in North Memphis and shares 54 acres with Frayser High School and an adjacent park of 1.08 acres. The school building is completely air-conditioned and has 26 teaching stations. The original building was constructed in 1920, with additions made in 1935, 1954, and 1986. The school is located at 1602 Dellwood Avenue.

Approximately 490 children were enrolled at the school during the 1994-95 academic year. The enrollment included 92% African Americans and 8% European Americans and others. Frayser Elementary is designated as a Chapter 1 school with an estimated 88% of the children receiving free or reduced-price lunches. The administrative and teaching staff includes the principal, the Chapter 1 instructional facilitator, the guidance counselor, 28 regular classroom teachers, 12 teacher assistants, and two office staff. Specialized teachers include a computer teacher, librarian, music teacher, resource teacher, and science teacher.

Frayser support programs include: (a) before- and after-school tutoring, (b) True Colors (conflict resolution program), (c) Memphis Center for Urban Partnership programs (MCUP), (d)

Just Say No Club (drug prevention program), (e) Orff music, (f) portfolio assessment, (g) Sing, Spell, Read & Write, (h) an urban initiative program, and (i) the Young Astronauts Club. Several times during the week, each class has the opportunity to participate in activities in the IBM computer lab, science lab, library, and music room. School adopters include Makowsky and Ringel, Inc., MCUP, and the local office of the Federal Bureau of Investigation.

As a Professional Development School affiliated with The University of Memphis, the school has 10-12 student teachers each semester and the faculty is involved in a number of staff development activities that are designed to improve teaching and learning at the school. The 1994-95 school improvement plan includes goals in five areas: (a) academic improvement, (b) parental involvement, (c) community involvement, (d) quality leadership, and (e) positive character traits.

The parent group at Frayser Elementary is called the PTO (Parent Teacher Organization). School handouts show that parents were invited to participate in the following activities: (a) a family literacy program (learning to read with children at home and as classroom volunteers), (b) a parent TCAP (Tennessee Comprehensive Assessment Program) workshop, (c) volunteer opportunities in a variety of projects in the school and classrooms, (d) parent workshops and lectures, (e) children's programs at the school, (f) fundraisers, and (g) luncheon programs for parents and grandparents.

Methodology

Participants

Data were collected from the principal and from parents and teachers of children attending Frayser Elementary. Permission was obtained from the principal to solicit the participation of parents and teachers. Instruments were distributed to all teachers (n=30) and 100 randomly selected parents. Data were also collected from principals, teachers, and parents in eight other PDS sites.

Procedures

Measures

Modified versions of parent and teacher questionnaires developed by Hoover-Dempsey, Bassler, and Brissie (1992) were used to solicit parents' and teachers' perceptions of parental involvement, parent efficacy, and teacher efficacy. The parent/guardian questionnaire asks parents to provide demographic information about themselves (employment status, education, family income, marital status, age, and sex) and estimates of their levels of involvement in various forms of parent-school activities--help with homework (hours in average week); other educational activities with children (hours in average week); volunteer work at school (hours in average week); telephone calls with teacher (number in average month); and teacher-parent conferences (average number in semester). The parent/guardian questionnaire also contains Likert-scale response items designed to assess parents' perceptions of their efficacy. Items on this scale assess parents' perceptions of their general abilities to influence children's school outcomes and specific effectiveness in influencing school learning. Items were scored on a 5-point Likert-type scale ranging from strongly disagree (1) to strongly agree (5). Hoover-Dempsey, et al., (1992) reported an alpha reliability of .81 for the parent efficacy scale.

The teacher questionnaire requests specific information about teachers and their classes (grade, enrollment, percentage of children qualifying for free lunch, total years taught, years at present school, highest degree earned, sex, and age). Teachers are also asked to estimate the number of students in their classes whose parents participate in: (a) scheduled conferences, (b)

volunteer work at school, (c) regular assistance with home work, (d) regular involvement in other educational activities with children (e.g., reading and playing games), and (e) telephone calls with the teacher. The teacher questionnaire also includes a seven-item scale measuring teacher efficacy and a 12-item scale measuring teachers' perceptions of parent efficacy. Each item on these scales was scored on a five-point Likert-type scale ranging from strongly disagree (1) to strongly agree (5). Hoover-Dempsey et al., (1992) reported an alpha reliability of .81 for the teacher efficacy scale and a reliability of .79 for the teacher perceptions of parent efficacy scale.

The principal was interviewed to gain additional background information on the parent involvement program at Frayser Elementary. The interviewer solicited information on (a) the principal's degree of satisfaction with the work of the parent organization, (b) the principal's degree of satisfaction with the efforts of teachers to involve parents in the life of the school, (c) special efforts teachers made to encourage parents to participate in school activities, and (d) ways parents were involved in activities of the school during the 1994-95 academic year.

Data Collection

Parent/guardian questionnaires were mailed to the homes of 100 randomly selected parents. A letter explained the purposes of the study, solicited parents' voluntary participation, and asked them to complete the accompanying questionnaire and return it to the university in an enclosed, self-addressed, postage-paid envelope. A copy of the teacher questionnaire and a letter describing the study were placed in each teacher's mailbox at Frayser Elementary. Teachers were asked to complete the questionnaire and leave it in a sealed envelope in a collection box in the school office. The principal was interviewed by phone near the end of the school year and was asked to mail documents used in planning and implementing the parent program.

Data Analysis

For each item on the two Frayser Elementary questionnaires, frequency distributions were constructed and means and standard deviations were computed. Responses to parent/guardian questionnaire items from all participating schools (n=9) were analyzed via analysis of variance (ANOVA) or t-tests to determine whether there were significant differences based upon parent

demographic characteristics (employment status, marital status, etc.). In cases where the omnibus F-test indicated that significant differences existed between parents with different demographic characteristics, Scheffe's procedure was used to determine how these specific groups differed. For demographic items that were on an ordinal scale, such as income level and educational attainment, Spearman rank-order correlations were computed to determine the direction and strength of the relationships between these characteristics and efficacy item responses. Responses to items on the teacher questionnaire were analyzed in a like manner using teacher-reported class and teacher characteristics. Reliability analyses were conducted for each of the four scales: (a) parent perceptions of parent efficacy, (b) parent perceptions of teacher efficacy, (c) teacher perceptions of parent efficacy, and (d) teacher perceptions of teacher efficacy. Only significant t-test, ANOVA, and correlation results are reported.

Results

Results are organized into three sections. First, a descriptive profile of item responses is presented for Frayser Elementary. Secondly, the results of t-test, ANOVA, and correlation analyses based upon parent data from nine participating schools are reported. Finally, the results of t-test, ANOVA, and correlational analyses based upon teacher data from nine participating schools are reported. All tables referenced in this section are appended to the report. For some items, responses were not received from all respondents. Therefore, percentages reported are percentages of responses for that item, rather than percentages of total possible responses.

Item Responses at Frayser Elementary School

Parent/Guardian Questionnaire

The parent/guardian questionnaire included two scales: a) parents' perceptions of parent efficacy and b) parents' perceptions of teacher efficacy. Twenty-one (21%) of the Frayser Elementary School parents returned the completed questionnaire.

Parent demographics. The majority of the households responding to the questionnaire have two parents working outside the home with relatively low family incomes. Seventy percent (n=14) of the responding parents were employed outside the home while 83.3% (n=10) of their spouses worked outside the home (see Table 1). Responding parents at Frayser Elementary had attained education levels ranging from less than high school to some graduate work. An estimated 45% (n=9) of the parents had completed some college work, 40% (n=8) had completed high school, 10% (n=2) had completed some graduate work, and 1 had not completed high school. Family income ranged from less than $5,000 per year to over $50,000. An estimated 35% (n=7) of the responding families earned $5,000 to $10,000 while 5% (n=5) earned $20,000 to $30,000. Ten percent (n=2) of the families earned less than $5,000 and another 10% earned $40,000 to $50,000. One of the 21 responding families reported a yearly income over $50,000.

Parents' estimates of their involvement in school activities. Parents at Frayser reported mostly high levels of involvement in helping with homework and in time spent in other educational activities with their children. Relatively low levels of involvement were reported in volunteer work

at school, telephone calls with teachers, and teacher-parent conferences. Parents were asked to estimate their levels of involvement in various forms of parent-school activities--help with homework (hours in average week); other educational activities with children (hours in average week); volunteer work at school (hours in average week); telephone calls with teacher (number in average month); and teacher-parent conferences (average number in semester). Table 2 shows the estimates made by Frayser parents. Self-reported estimates of the hours in an average week spent helping child with homework include: (a) 50% spent 6 or more hours, (b) 30% spent 3 to 5 hours, and (c) 20% spent 2 or fewer hours. An estimated 47% of the parents indicated they spent 6 or more hours per week in other educational activities, 31.6% spent 3 to 5 hours, and 21.1% spent 2 or fewer hours.

When asked to estimate the number of hours in an average week spent volunteering at school, Frayser parents responded as follows: (a) 85% spent 0 hours, (b) 10% spent 3 or more hours, and (c) 5% spent 1 hour. Respondents noted the number of phone calls with the child's teacher in an average month: (a) 75% made 0 calls, (b) 10% made 3 or more calls, (c) 10% made 2 calls, and (d) 5% made 1 call. When asked to estimate the number of conferences with their children's teachers in an average semester, Frayser parents made the following responses: (a) 35% had 0 conferences, (b) 25% had 3 or more conferences, (c) 20% had 1 conference, and (d) 20% had 2 conferences.

Parent efficacy scale. Parents at Frayser believe that they know how to motivate their children to do well in school and are successful at making a significant difference in their children's school performance. On 6 of the 12 items included on the parent efficacy scale, 75% or more of the parents at Frayser agreed that they had a positive influence on the outcomes of their children's education (see Table 3). An estimated 95% of the parents agreed that "A student's motivation to do well in school depends on the parents or guardians." Approximately 90% of the parents agreed with the following statements: "I know how to help my child do well in school" and "If I try hard, I can get through to my child even when he/she has difficulty understanding something." Nearly 90% of the parents agreed that "I feel successful about my efforts to help my child learn, while

84.2% noted that "I make a significant difference in my child's school performance. Eighty-five percent of the parents indicated, "My efforts to help my child learn are successful."

Parents' perceptions of teacher efficacy. Parents at Frayser believe that teachers have the ability to make a significant difference in the lives of their children. This 9-item scale records parents' responses relative to their belief regarding the teachers' ability to have a positive influence on the education of their children. Table 4 shows that 75% or more of the Frayser parents agreed on 3 of the 9 items included on this scale. An estimate 95% of the parents agreed that "Teachers make an important educational difference in the lives of their students." Approximately 90% of the parents agreed with the following statements: "Teachers generally know how to make educational progress with students" and "Teachers usually know how to get through to children."

Teacher Questionnaire

The teacher questionnaire included two scales: (a) teachers' perceptions of teacher efficacy and (b) teachers' perceptions of parent efficacy. Fifty percent (n=15) of the 30 Frayser Elementary teachers returned the completed questionnaires.

Teacher demographics. The responding teachers at Frayser are experienced teachers, mostly female, who teach in the primary grades. Nearly one-third hold Master's degrees. During 1994-95, seventy-five percent (n=9) of the responding teachers taught grades KK-3, while the remaining 25% (n=3) taught grades 4-6 (see Table 5). Most (92.9%, n=13) of the responding teachers were female, and approximately 50% (n=7) had 11 or more years of teaching experience. Nearly 57% (n=8) of the teachers had taught at Frayser for more than 6 years, and 35.7% (n=5) had taught at the school for more than 20 years. Approximately 14% (n=2) of the faculty hold Master's degrees while another 14% (n=2) hold Master's degrees with additional graduate credits.

Teacher reports of parental involvement. Teachers at Frayser reported low levels of parent involvement in each of the five parent-school activities. Teachers were asked to estimate the number of students whose parents or guardians were involved in various forms of school activities: (a) attending parent-teacher conferences, (b) volunteering in the school, (c) wanting to volunteer in the school, (d) spending time helping with homework, and (e) spending time regularly

on other educational activities. Teachers were also asked what degree of help with homework they wanted parents to give and how many phone discussions with parents they had in an average month. Table 6 shows that the estimates made by Frayser teachers. Responding teachers estimated that an average of 17.57 (17 median) of the students had parents who attended scheduled parent-teacher conferences and an average of 1 student had parents who did volunteer work in the school. Teachers noted an average of .73 to be the proportion of students' parents who they believed would like to do volunteer work in the school.

The responding teachers estimated an average of 11.40 as the number of students whose parents regularly spent time helping their children with homework and a .92 average for the proportion of help with homework which teachers would like most students' parents to give their children. Teachers felt that an average of 10.13 students had parents who regularly spent time with them in other educational activities. Teachers reported a median of 8 phone calls with parents in an average month.

Teacher efficacy. Frayser teachers believe that they are successful in making a significant difference in the educational achievement of their students. Table 7 shows that 75% or more of the responding teachers agreed on 9 of the 12 items included on the teacher efficacy scale. An estimated 93% of the responding teachers agreed that "I feel I am making a significant educational difference in the lives of my students," while 86.7% agreed, "I usually know how to get through to students." Eighty percent of the teachers noted, "I am successful with the students in my class."

An estimated 93% of the teachers disagreed with the statements, "Most of a student's performance depends on the home environment, so I have limited influence" and "My students' peers influence their academic performance more than I do." Approximately 90% of the teachers disagreed with three other statements: (a) "Children are so private and complex I never know if I am getting through to them," (b) "Most of a student's school motivation depends on the home environment, so I have little influence," and (c) "There is a limited amount that I can do to raise the basic performance level of students."

Teachers' perceptions of parent efficacy. Frayser teachers believe that parents can help

motivate their children to learn and they can make a substantial difference in their children's academic performance. Table 8 indicates that 75% of more of the teachers agreed on three of the eight items included on this scale. An estimated 93% agreed that "If my students' parents and guardians try really hard, they can help their children learn even when the children are unmotivated." More than 86% of the teachers disagreed that "My students' parents and guardians have little influence on their children's motivation to do well in school" and "My students' parents and guardians have little influence on their children's academic performance."

Principal Interview

The school principal was interviewed near the close of the school year to gain additional background information on the parent involvement program at Frayser Elementary. The interviewer solicited information on: (a) the principal's degree of satisfaction with the work of the parent organization, (b) the principal's degree of satisfaction with the efforts of teachers to involve parents in the life of the school, (c) special efforts teachers made to encourage parents to participate in school activities, and (d) ways parents were involved in activities of the school during the 1994-95 academic year.

The principal indicated that she was satisfied with the work of the PTO this year because "they are very cooperative, worked well with principal [but] need increase parent involvement." She also indicated that she was satisfied with the efforts of the teachers to involve parents in the life of the school, noting that "I'm satisfied about teachers' efforts but feel that we need additional strategies to increase attendance of parents." The principal indicated that teachers had engaged in the following efforts to encourage parents to participate in school activities: (a) phone calls, (b) newsletters to homes (some), (c) special notes to individual families (KK and grade 6), (d) refreshments at meetings, (e) child care at meeting site (limited), (g) door prizes, and (h) programs involving children. Teachers encouraged parents to use the Parent Resource room, chaperone field trips, attend school parties and programs, and observe children in classrooms.

The principal reported that parents had been involved in the following activities this past year: (a) parent conferences, (b) volunteer opportunities in the classrooms (minimum), (c) phone

conversations with teachers, (d) open house programs, (e) parent workshops or lectures, (f) fundraisers, (g) helping with homework, and (h) other activities such as May Day, programs, and field trips.

Relationships Between Parent Demographic Characteristics and Responses at All Schools Parent/Guardian Questionnaire

A total of 221 responses were received from 850 parents by May 31, 1995, yielding a response rate of 26%. Response rates at individual schools ranged from a low of 13% to a high of 52%.

Marital status. Single parents were more likely than married parents to believe that (a) their child was so complex they never know if they were getting through to him/her (M=2.88 versus 2.29; F(2,208)=3.53, p=.03) and (b) that student's school grades depended more on the home environment than on teachers' influence (M= 3.43 versus 2.83; F(2,208)=3.26, p=.04). Single parents also reported spending significantly more hours per week helping their child with homework (M= 9.04 hours versus 4.92; F(2,192)=3.99, p=.02). Single parents were more likely than separated or divorced parents to feel that they were (a) successful about their efforts to help their child learn (M= 4.42 versus 3.87; F(2,208)=3.16, p=.04) and (b) able to get through to their child when the child was having difficulty understanding something (M= 4.39 versus 3.87; F(2,209)=3.38, p=.04). Separated and divorced parents were more likely than married parents to think that they did not know how to help their child learn (M=2.19 versus 1.76; F(2,209)=3.27, p=.04). Separated and divorced parents also reported significantly higher numbers of phone calls with teachers in an average month (M=2.20 versus 0.70; F(2,187)=4.74, p=.001) and significantly higher numbers of parent-teacher conferences in a semester (M=3.29 versus 1.82; F(2,197)=5.54, p=.005). Married parents were more likely than single parents to agree that teachers did not know how to teach some of the students in their classes (M=3.30 versus 2.70; F(2,208)=3.78, p=.02).

Employment status of respondent. Unemployed parents were more likely to believe that, if teachers tried, they could get through to even the most difficult students (M=3.65 versus 3.20;

t=2.34, p=.02). Given the large number of comparisons and the power of the t-test to detect differences in large samples, one can conclude that employment status of the responding parent was generally unrelated to responses on the efficacy items, and that the differences reported above may be due to chance.

Employment status of spouse (married respondents). Respondents whose spouses were employed were more likely to agree that their child's teacher approved of their decisions about the ways they helped their child learn than were respondents with unemployed spouses (M=3.69 versus 3.20, t=2.67, p=.01). They were also more likely to want to increase the amount of time they spent volunteering at school (M=3.79 versus 3.25, t=3.27, p=.001).

Respondent educational attainment. Educational attainment was significantly, albeit weakly, correlated with levels of agreement on the following statements: (a) "Teachers don't know how to teach some of the students in their classes" (r=.17) and (b) "Most of a student's success in school depends on the classroom teacher, so parents . . . have only limited influence" (r=-.21). Education attainment of respondent was weakly but significantly correlated with the number of hours spent helping their child with homework (r=-.18). Again, given the large number of comparisons and the small magnitude of the correlations, these significant correlations may be due more to chance that to systematic relationships between educational attainment and any of these variables.

Educational attainment of respondent's spouse (married respondents). Spousal educational attainment was significantly correlated with several statements: (a) "If teachers try really hard, they can get through to even the most difficult and unmotivated students" (r=-.16); (b) "I don't know how to help my child learn" (r=-.16); (c) "Teachers don't know how to teach some of the students in their classes" (r=.19); and (d) "Other children have more influence than I do on my child's motivation . . .," (r=-.16). The higher the level of spousal educational attainment, the less time respondents wanted to spend helping their child with homework (r=-.16), helping their child with other educational activities (r=-.19), and having phone conversations with teachers (r=-.19).

Family income level. Family income was significantly correlated with the following statements: (a) "There's a limited amount that teachers can do to raise the basic performance level of students" (r=-.22); (b) "A student's school grades depend on his or her home environment, so teachers have only limited influence (r=-.17); (c) "Teachers don't know how to teach some of the students in their classes" (r=.29); and (d) "Other children have more influence than I do on my child's motivation . . ." (r=.17). Respondents with higher levels of income were likely to spend less time helping their child with homework (r=-.25), and less likely to spend time on other educational activities (r=-.15). Parents with higher income levels also wanted to spend even less time helping their child with homework (r=-.19), helping their child with other educational activities (r=-.16), volunteering at school (r=-.18), and having phone conversations with teachers (r=-.15).

Parent Perceptions of Parent and Teacher Efficacy: Analysis by Scales

The parent perceptions of parent efficacy had an alpha reliability coefficient of .83, whereas the parent perceptions of teacher efficacy had an alpha coefficient of .51. None of the parent demographic variables were significantly related to either of the scales.

Relationships Between Teacher/Class Characteristics and Teacher Responses at All Schools Teacher Questionnaire

A total of 196 responses were received from 302 teachers by May 31, 1995, yielding a response rate of 65%. Response rates at individual schools ranged from a low of 47% to a high of 76%.

Item responses. Teacher age, sex, years taught, and educational level were not related to responses on any of the items. However, the proportion of students receiving free or reduced-price lunch was significantly correlated with several variables. Teachers of classes with high proportions of low-socioeconomic status students were less likely to believe that parents and guardians of their students (a) helped their children with school work at home (r=-.24), (b) felt successful about helping their children learn (r=-.35), (c) helped their children learn (r=-.40), or (d) made a significant educational difference in the lives of their children (r=-.18). Teachers with

higher proportions of disadvantaged students were more likely to believe that parents of their students had little influence over their children's motivation to do well in school (r=.37) and that parents did not know how to help their children make educational progress (r=.35). High proportions of low-socioeconomic status students were positively related to teachers' perceptions of the amount of help they would like parents or guardians to give their students (r=.24). Teachers with higher proportions of students eligible for free lunch were likely to make more parent phone calls per student (r=.24).

Scale responses. Two scales, one measuring teachers' perceptions of parental efficacy, and one measuring teachers' perceptions of their own efficacy, were constructed from the item responses. Cronbach's alpha for the teacher efficacy scale was .84, and was .67 for the parent efficacy scale. Correlational analyses revealed no relationship between proportion of students receiving free lunch and teacher efficacy, but a negative relationship was observed between teacher perceptions of parent efficacy and proportion of students eligible for free lunch (r=-.32). Furthermore, teachers' perceptions of teacher and parent efficacy were positively related (r=.34). Years of teaching experience was positively related to teacher efficacy (r=.17).

Relationships between Parental Involvement, Parent Efficacy, and Teacher Efficacy

Teacher self-efficacy and teacher perceptions of parental efficacy. Pearson correlation coefficients were computed for several variables to determine whether teacher and parent efficacy as perceived by teachers was related to teacher reports of parental involvement. Specifically, correlation coefficients were computed between:

1. teacher self-efficacy scale scores;
2. teacher perceptions of parent efficacy scale scores;
3. proportion of students whose parents attend parent-teacher conferences;
4. proportion of students whose parents do volunteer work at the school;
5. teachers' perceptions of the ideal proportion of parents to do volunteer work;
6. proportion of students whose parents help with homework;
7. the amount of help with homework teachers' desired parents to give students;

8. proportion of students whose parents help with other educational activities, and
9. the number of phone calls per parent in an average month.

Teacher self-efficacy scores were significantly, negatively correlated with parent attendance at parent-teacher conferences (r=-0.23), parent volunteerism (r=-0.23), parent help with homework (r=-0.26), the amount of parental help with homework desired by teachers (r=-0.20), parental involvement in other educational activities (r=-0.26), and the number of phone calls per parent in an average month (r=-0.33). Conversely, teacher perceptions of parental efficacy were significantly correlated in a positive direction with the parent attendance at parent-teacher conferences (r=0.17), parent volunteerism (r=0.17), parent help with homework (r=0.40), and parent assistance with other educational activities (r=0.40). Scores among the parent involvement items were intercorrelated, excepting the item pertaining to teachers' perceptions of the ideal proportion of parents to do volunteer work. Thus, the results suggest a weak negative relationship between teacher self-efficacy and parental involvement, and a weak positive relationship between teacher perceptions of parent efficacy and parental involvement. Teacher self-efficacy and teacher perceptions of parent efficacy were not correlated (r=-0.02).

Parent self-efficacy and parent perceptions of teacher efficacy. Pearson correlation coefficients were computed to determine whether parental self-efficacy and parent perceptions of teacher efficacy were associated with several variables indicative of parental involvement, including parent self-reports of the following items:

1. hours spent per week helping child with homework;
2. hours spent per week helping child with other educational activities;
3. hours spent in average month doing volunteer work in the school;
4. number of phone calls with teacher doing an average month, and
5. average number of parent-teacher conferences in an average semester.

Neither parent self-efficacy nor parent perceptions of teacher efficacy were significantly correlated with the parent involvement items. The correlation between the two scale scores was also not significant (r=0.11).

Conclusions

This section reports conclusions based upon the research findings across all schools, then summarizes the status of parental involvement at the individual school site based upon the school profile presented at the beginning of the Results section. It should be noted that findings from the parent data are based upon a low response rate. It is unknown whether parents who did not respond to the survey systematically differ from those who did. Although many statistically significant relationships were reported above, this section will emphasize only the relatively strong relationships, large group differences, and clear patterns of relationship among variables. Findings are organized according to the following evaluation questions:

1. What is the relationship between parent efficacy and their involvement in school activities of their children?
2. What is the relationship between teacher efficacy, teachers' perceptions of parent efficacy, and teachers' estimates of parental involvement?
3. What is the current status of parental involvement at Frayser Elementary?

Relationship Between Parent Efficacy and Involvement in School Activities

Neither parent self-efficacy nor parents' perceptions of teacher efficacy were significantly correlated with the parent involvement items. However, two demographic variables--family structure and family income--seemed to be moderately and consistently related to parents' and teachers' perceptions of teacher efficacy, parent efficacy, and parental involvement. Other variables, such as employment status of parents, years of teaching experience, educational attainment of parents, and educational attainment of teachers, were not strongly related to efficacy or involvement.

Family Structure

Single parents were more likely than married parents to believe that (a) their child was so complex they never knew if they were getting through to him/her, and (b) that a student's school grades depended more on the home environment than on teachers' influence. Single parents also reported spending significantly more hours per week helping their child with homework. Single

parents' spending more time with homework is probably related to these parents' belief that their child's grades were influence more by the home environment than the teacher. This result is consistent with findings in an efficacy study by Hoover-Dempsey, et al. (1992). Single parents were more likely than separated or divorced parents to feel that they were (a) successful about their efforts to help their child learn and (b) able to get through to their child when the child was having difficulty understanding something.

Separated and divorced parents were more likely than married parents to think that they did not know how to help their child learn. Separated and divorced parents also reported significantly higher numbers of phone calls with teachers in an average month and significantly higher numbers of parent-teacher conferences in a semester. These findings may be associated with higher levels of stress and additional responsibilities in the home that might interfere with parents' abilities to concentrate on providing children with the assistance required in school-related activities. Married parents were more likely than single parents to agree that teachers did not know how to teach some of the students in their classes.

Family Income

Teachers of classes with high proportions of low-socioeconomic status students were less likely to believe that parents and guardians of their students (a) helped their children with school work at home, (b) felt successful about helping their children learn, (c) helped their students learn, or (d) made a significant educational difference in the lives of their children.

Teachers with higher proportions of disadvantaged students were more likely to believe that parents of their students had little influence over their children's motivation to do well in school and that parents did not know how to help their children make educational progress. High proportions of low-socioeconomic status students were positively related to teachers' perceptions of the amount of help they would like parents or guardians to give their students.

Correlational analyses revealed no relationship between proportion of students receiving free lunch and teacher efficacy, but a negative relationship was observed between teacher perceptions of parent efficacy and proportion of students eligible for free lunch. Teachers'

perceptions of teacher and parent efficacy were positively related. Teaching experience was positively related to teacher efficacy.

Relationship Between Teacher Efficacy, Teachers' Perceptions of Parent Efficacy, and Teachers' Estimates of Parental Involvement

Teacher self-efficacy scores were significantly, negatively correlated with: (a) parent attendance at parent-teacher conferences, (b) parent volunteerism, (c) parent help with homework, (d) the amount of parental help with homework desired by teachers, (e) parental involvement in other educational activities, (f) and the number of phone calls per parent in an average month. This was a surprising finding and inconsistent with results in an earlier study by Hoover-Dempsey, et al. (1992). It was expected that high-efficacy teachers would report higher levels of participation in several of the home-school activities. However, frequency of at least two of the activities, i.e., parent-teacher conferences and phone calls, may denote a problem associated with the child's behavior or academic achievement. Also, there may be other explanations related to variables not controlled in this study. For example, one might find similar results in school environments that have administrative policies which discourage parental participation in school activities and yet have very efficacious teachers.

Conversely, teacher perceptions of parental efficacy were significantly correlated in a positive direction with: (a) parent attendance at parent-teacher conferences, (b) parent volunteerism, (c) parent help with homework, and (d) parent assistance with other educational activities. This is an expected findings because teachers who believe that parents can have a positive impact on their children's educational outcomes are expected to actively invite parents to engage in home-school activities.

Scores among the parent involvement items were intercorrelated, excepting the item pertaining to teachers' perceptions of the ideal proportion of parents to do volunteer work. Thus, the results suggest a weak negative relationship between teacher self-efficacy and parental involvement, and a weak positive relationship between teacher perceptions of parent efficacy and parental involvement. Teacher self-efficacy and teacher perceptions of parent efficacy were not

correlated.

Current Status of Parental Involvement at Frayser Elementary

The majority of the households responding to the questionnaire have two parents working outside the home with relatively low family incomes. Parents at Frayser reported mostly high levels of involvement in helping with homework and in spending time in other educational activities with their children. Relatively low levels of involvement were reported in volunteer work at school, telephone calls with teachers, and teacher-parent conferences. Parents at Frayser believe that they know how to motivate their children to do well in school and believe they are successful at making a significant difference in their children's school performance. They also believe that teachers have the ability to make a significant difference in the lives of their children.

The responding teachers at Frayser are experienced teachers, mostly female, who teach in the primary grades, and nearly one-third hold Master's degrees. They reported low levels of parent involvement in each of the five parent-school activities. Frayser teachers believe that they are successful in making a significant difference in the educational achievement of their students. They also feel that parents can help motivate their children to learn and they can make a substantial difference in their children's academic performance, as well.

Parents and teachers at Frayser agreed that parental participation in three of the five home-school activities were low, i.e., volunteer work at school, telephone calls with teachers, and teacher-parent conferences. However, Frayser parents, unlike teachers, reported high levels of parental involvement in helping with homework and in spending time in other educational activities. Perhaps this discrepancy is related to a belief by teachers that if parental involvement is low in those activities associated with being present at school, then involvement in education related activities at home is probably low also.

The principal is satisfied with the efforts of the PTO and the teachers to involve parents in school activities of their children because they have planned a wide variety of programs and services to meet the needs of children and their families. However, she agrees that parental involvement remains relatively low and additional strategies are needed to increase parent participation.

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Table 1

Parent Demographics: Frayser

Question	Frequency	Valid Percent
Employed outside of home		
No	5	25.0
Yes	14	70.0
Education		
Less than high school	1	5.0
High school	8	40.0
Some college	9	45.0
Associate's degree	0	0.0
Bachelor's degree	0	0.0
Some graduate work	2	10.0
Master's degree	0	0.0
Doctorate	0	0.0
Spouse employed outside of home		
No	2	16.7
Yes	10	83.3
Spouse's Education		
Less than high school	2	15.4
High school	6	46.2
Some college	4	30.8
Associate's degree	1	7.7
Bachelor's degree	0	0.0
Some graduate work	0	0.0
Master's degree	0	0.0
Doctorate	0	0.0
Family income per year		
Less than $5,000	2	10.0
$ 5,000 - $10,000	7	35.0
$10,000 - $20,000	3	15.0

Table 1 (continued)
Parent Demographics: Frayser

Question	Frequency	Valid Percent
Family income per year (continued)		
$20,000 - $30,000	5	25.0
$30,000 - $40,000	0	0.0
$40,000 - $50,000	2	10.0
Over $50,000	1	5.0
Sex:		
Male	3	14.3
Female	18	85.7
Marital status:		
Married	7	33.3
Separated or divorced	6	28.6
Single	7	33.3
Widowed	1	4.8

Table 2

Parent Self-Reports of Involvement in Child's Educational Activities: Frayser Elementary

Question	Percentage			Median	n
	2 or fewer	3 to 5	6 or more		
Hours in an average week spent helping child with homework	20.0	30.0	50.0	5.5	20
Hours in an average week spent in other educational activities with child	21.1	31.6	47.3	5.0	19

	0	1	2	3 or more	Median	n
Hours in an average week spent volunteering at school	85.0	5.0	0.0	10.0	0.0	20
Number of phone calls with child's teacher in an average month	75.0	5.0	10.0	10.0	0.0	20
Number of conferences with child's teacher in an average semester	35.0	20.0	20.0	25.0	1.0	20

Table 3

Parent Efficacy: Parent Efficacy Questionnaire Item Statistics: Frayser Elementary School

Item		Percentage Responding							
		SD	D	N	A	SA	Mean	SD	*n*
1.	I know how to help my child do well in school.	4.8	4.8	0.0	66.7	23.8	4.00	.95	21
2.	My child is so complex I never know if I'm getting through to him/her.	19.0	42.9	9.5	19.0	9.5	2.57	1.29	21
3.	I feel successful about my efforts to help my child learn.	4.8	0.0	9.5	42.9	42.9	4.19	.98	21
4.	I don't know how to help my child learn.	33.3	38.1	19.0	9.5	0.0	2.05	.97	21
5.	I don't know how to help my child make good grades.	25.0	40.0	20.0	15.0	0.0	2.25	1.02	20
6.	Other children have more influence than I do on my child's motivation to do well in school.	31.6	36.8	10.5	21.1	0.0	2.21	1.13	19
7.	I make a significant difference in my child's school performance.	0.0	5.3	10.5	57.9	26.3	4.05	.78	19
8.	Most of a student's success in school depends on the classroom teacher, so parents and guardians have only limited influence.	25.0	30.0	25.0	20.0	0.0	2.40	1.10	20
9.	If I try hard, I can get through to my child even when he/she has difficulty understanding something.	0.0	0.0	10.0	50.0	40.0	4.30	.66	20
10.	Other children have more influence on my child's grades than I do.	30.0	40.0	25.0	5.0	0.0	2.05	.89	20

Table 3 (continued)

Parent Efficacy: Parent Efficacy Questionnaire Item Statistics: Frayser Elementary School

Item	Percentage Responding					Mean	SD	*n*
	SD	D	N	A	SA			
11. A student's motivation to do well in school depends on the parents or guardians.	5.0	0.0	0.0	60.0	35.0	4.20	.89	20
12. My efforts to help my child learn are successful.	0.0	5.0	10.0	55.0	30.0	4.10	.79	20

Note. Scale values are: SD = "Strongly Disagree;" D = "Disagree;" N = "Neutral;" A = "Agree;" and SA = "Strongly Agree."

SD = standard deviation.

Table 4

Parents' Perception of Teacher Efficacy: Parent Efficacy Questionnaire Item Statistics: Frayser Elementary School

Item		Percentage Responding							
		SD	D	N	A	SA	Mean	SD	*n*
1.	A student's motivation to do well in school depends on the classroom teacher.	0.0	9.5	19.0	42.9	28.6	3.91	.94	21
2.	Teachers make an important educational difference in the lives of their students.	0.0	4.8	0.0	42.9	52.4	4.43	.75	21
3.	There's a limited amount that teachers can do to raise the basic performance level of students.	4.8	28.6	0.0	52.4	14.3	3.43	1.21	21
4.	If teachers try really hard, they can get through to even the most difficult and unmotivated students.	9.5	23.8	14.3	33.3	19.0	3.29	1.31	21
5.	It's hard for teachers to know whether they are being successful with their students.	23.8	47.6	14.3	14.3	0.0	2.19	.98	21
6.	A student's grades depend on his or her home environment, so teachers have only limited influence.	5.0	35.0	10.0	35.0	15.0	3.20	1.24	20
7.	Teachers don't know how to teach some of their students.	5.3	26.3	26.3	31.6	10.5	3.16	1.12	19
8.	Teachers generally know how to make educational progress with students.	0.0	0.0	10.0	75.0	15.0	4.05	.51	20

Table 4 (continued)

Parents' Perception of Teacher Efficacy: Parent Efficacy Questionnaire Item Statistics: Frayser Elementary School

Item.	Percentage Responding					Mean	SD	*n*
	SD	D	N	A	SA			
9. Teachers ususally know how to get through to children.	0.0	0.0	10.0	80.0	10.0	4.00	.46	20

Note. Scale values are: SD = "Strongly Disagree;" D = "Disagree;" N = "Neutral;" A = "Agree;" and SA = "Strongly Agree."

SD = standard deviation.

Table 5

Teacher Demographics: Frayser

Question	Frequency	Valid Percent
Grade taught this year		
Pre-school and/or Primary (K -3)	9	75.0
Middle and/or Junior High (4-9)	3	25.0
10-12 (Senior High)	0	0.0
Combination of the above	0	0.0
Age		
29 years or less	1	7.1
30-39	5	35.6
40-49	3	21.3
50-59	4	28.4
60 or older	1	7.1
Sex		
Male	1	7.1
Female	13	92.9
Total years you have taught		
1-5 years	5	35.7
6-10 years	2	14.2
11-15 years	2	14.2
16-20 years	0	0.0
More than 20 years	5	35.7
Total years you have taught at this school		
None or less than one year	0	0.0
1-5 years	6	42.9
6-10 years	3	21.4
11-15 years	0	0.0
More than 15 years	5	35.3
The highest degree you have earned		
BA/BS	7	50.0
BA/BS + additional grad.credits	3	21.4

Table 5 (Continued)

Teacher Demographics: Frayser

Question	Frequency	Valid Percent
The highest degree you have earned (continued)		
MA/MS	2	14.3
MA/MS + additional grad.credits	2	14.3
Ed.S	0	0.0
Ed.D./Ph.D.	0	0.0

Table 6

Teacher Reports of Parental Involvement: Frayser School

Question	Range			Mean	SD	n
	Low	Median	High			
Number of students whose parents/ guardians attend scheduled parent/ guardian-teacher conferences	1	17	50	17.57	14.25	14
Number of students whose parents do volunteer work in the schools	0	1	40	1.00	1.20	15
Proportion of students' parent/ guardians you would like to do volunteer work in the school	0.25	1.00	1.00	0.73	0.32	15
Number of students whose parents/ guardians regularly spend time helping them with homework	4	12	20	11.40	5.08	15
Proportion of help with homework you would like most students' parents/guardians to give	0.50	1.00	1.00	.92	.19	15
Number of students whose parents/ guardians regularly spend time with them on other educational activities	5	8	20	10.13	5.36	15
Number of phone calls with parents in an average month	2	8	50	15.47	15.15	15

Table 7

Teacher Efficacy: Teacher Efficacy Questionnaire Item Statistics: Frayser Elementary School

Item		Percentage Responding							
		SD	D	N	A	SA	Mean	SD	*n*
1.	I feel I am making a significant educational difference in the lives of my students.	6.7	0.0	0.0	40.0	53.3	4.33	1.05	15
2.	If I try really hard, I can get through to even the most difficult and unmotivated students.	13.3	6.7	26.7	20.0	33.3	3.53	1.41	15
3.	Children are so private and complex I never know if I am getting through to them.	20.0	66.7	6.7	6.7	0.0	2.00	.76	15
4.	I usually know how to get through to students.	6.7	6.7	0.0	66.7	20.0	3.87	1.06	15
5.	Most of a student's school motivation depends on the home environment, so I have little influence.	6.7	80.0	13.3	0.0	0.0	2.07	.46	15
6.	There is a limited amount that I can do to raise the basic performance level of students.	20.0	66.7	6.7	6.7	0.0	2.00	.76	15
7.	I am successful with the students in my class.	0.0	13.3	6.7	66.7	13.3	3.80	.86	15
8.	I am uncertain how to teach some students.	13.3	60.0	6.7	20.0	0.0	2.33	.98	15
9.	I feel as though some of my students are not making any academic progress.	13.3	53.3	20.0	13.3	0.0	2.33	.90	15
10.	My students' peers influence their motivation more than I do.	0.0	80.0	13.3	6.7	0.0	2.27	.59	15

Table 7 (continued)

Teacher Efficacy: Teacher Efficacy Questionnaire Item Statistics: Frayser Elementary School

Item	Percentage Responding					Mean	SD	*n*
	SD	D	N	A	SA			
11. Most of a student's performance depends on the home environment, so I have limited influence.	6.7	86.7	0.0	6.7	0.0	2.07	.59	15
12. My students' peers influence their academic performance more than I do.	13.3	80.0	0.0	6.7	0.0	2.00	.65	15

Note. Scale values are: SD = "Strongly Disagree;" D = "Disagree;" N = "Neutral;" A = "Agree;" and SA = "Strongly Agree."

SD = standard deviation.

Table 8

Teachers' Perception of Parent Efficacy: Teacher Efficacy Questionnaire Item Statistics: Frayser Elementary School

Item		Percentage Responding							
		SD	D	N	A	SA	Mean	SD	*n*
1.	My students' parents or guardians help their children with school work at home.	6.7	20.0	26.7	46.7	0.0	3.13	.99	15
2.	My students' parents and guardians have little influence on their children's motivation to do well in school.	20.0	66.7	6.7	0.0	6.7	3.93	.96	15
3.	My students' parents and guardians don't know how to help their children make educational progress.	0.0	40.0	13.3	33.3	13.3	2.07	.96	15
4.	My students' parents and guardians feel successful about helping their children learn.	6.7	20.0	53.3	20.0	0.0	2.87	.83	15
5.	My students' parents and guardians help their children learn.	6.7	6.7	33.3	53.3	0.0	3.33	.90	15
6.	If my students' parents and guardians try really hard, they can help their children learn even when the children are unmotivated.	0.0	0.0	6.7	80.0	13.3	4.07	.46	15
7.	My students' parent/guardians make a significant educational difference in their lives.	6.7	0.0	26.7	60.0	6.7	3.60	.91	15

Table 8 (continued)

Teachers' Perception of Parent Efficacy: Teacher Efficacy Questionnaire Item Statistics: Frayser Elementary School

Item		Percentage Responding							
		SD	D	N	A	SA	Mean	SD	*n*
8.	My students' parents and guardians have little influence on their children's academic performance.	6.7	80.0	0.0	6.7	6.7	2.27	.96	15

Note. Scale values are: SD = "Strongly Disagree;" D = "Disagree;" N = "Neutral;" A = "Agree;" and SA = "Strongly Agree."

SD = standard deviation.

32. Your spouse's education (check highest level completed):

_____ less than high school	_____ Bachelor's degree (B.A., B.S., etc.)
_____ high school	_____ some graduate work
_____ some college	_____ Master's degree (M.A., M.S., etc.)
_____ Associate's degree (A.A., etc.)	_____ Doctorate (Ph.D., M.D., etc.)

33. Family income per year (please check one):

_____ less than $5,000	_____ $30,000 - 40,000
_____ $ 5,000 - $10,000	_____ $40,000 - 50,000
_____ $10,000 - $20,000	_____ over $50,000
_____ $20,000 - $30,000	

34. Ages of your children: _____

35. Your age: _____

36. Your sex: _____

37. Your marital status:
_____ married
_____ separated or divorced
_____ single
_____ widowed

38. Your zip code: _____

If you would like to tell us about issues raised in this questionnaire, please use the blank space below.

Thank you very much!
Please put your questionnaire in the business envelope provided and mail it by April 12, 1995.

The University of Memphis

The University of Memphis is one of 46 institutions in the Tennessee Board of Regents system, the seventh largest system of higher education in the nation. It is an Equal Opportunity/ Affirmative Action university committed to education of a multi-racial, multiethnic student body.

Parent/Guardian Questionnaire

Distributed by the Center for Research in Educational Policy
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Dear Parent or Guardian,

We want to understand how parents and guardians view their influence on children's learning. We also want to understand how parents and guardians view teachers' influence on children's learning. This information will assist your school in making decisions about parent involvement activities.

On this questionnaire are several statements that reflect what some parents and guardians think. We want to know what you think about each statement.

There are no right or wrong answers. Please respond to each statement. Tell us how much you agree or disagree. Circle the answer that best reflects what you think.

If you have more than 1 child at this school, please fill out only 1 questionnaire. As you choose your answer, think about your oldest child at this school.

When you are done, please place the questionnaire in the business envelope provided. Then mail the envelope by April 12, 1995. Thank you for your cooperation.

Dr. Satomi I. Taylor
Dr. Vivian G. Morris
The University of Memphis

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. A student's motivation to do well in school depends on the classroom teacher.	1	2	3	4	5
2. I know how to help my child do well in school.	1	2	3	4	5

28. If you could, what changes would you like to make in the amount of time you spend in each of the following school-related activities?

	A lot more time	More time	About the same time	Less time	A lot less time
a. helping my child with homework	1	2	3	4	5
b. helping my child with other educational activities	1	2	3	4	5
c. volunteering at the school	1	2	3	4	5
d. phone conversations with teachers	1	2	3	4	5
e. scheduled conferences with teachers	1	2	3	4	5

29. Your occupation: _____
Are you currently employed outside of the home? yes _____ no _____

30. Your education (check highest level completed):

_____ less than high school
_____ high school
_____ some college
_____ Associate's degree (A.A., etc.)
_____ Bachelor's degree (B.A., B.S., etc.)
_____ some graduate work
_____ Master's degree (M.A., M.S., etc.)
_____ Doctorate (Ph.D., M.D., etc.)

31. Spouse's occupation: _____
Is your spouse currently employed outside of the home? yes _____ no _____

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	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
24. My efforts to help my child learn are successful.	1	2	3	4	5
25. Teachers and parent/guardians play different roles in the lives of students.	1	2	3	4	5
26. I support the things my child's teacher does.	1	2	3	4	5

27. Please think about the amount of time you spend in activities related to your child's school. How much time do you spend <u>on the average</u> in each of the following activities:

a. hours you spend in an average <u>week</u> helping your child with <u>homework</u>? _____

b. hours you spend in an average <u>week</u> doing <u>other educational activities</u> with your child (reading with your child, playing games, etc.)? _____

c. hours you spend in an average <u>week</u> doing <u>volunteer work</u> at the school? _____

d. average number of <u>phone calls</u> with your child's teacher in an average <u>month</u>? _____

e. average number of <u>conferences</u> (at school or home) with your child's teacher in an average <u>semester</u> (August-December or January-June)? _____

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
3. Teachers make an important educational difference in the lives of their students.	1	2	3	4	5
4. My child is so complex I never know if I'm getting through to him/her.	1	2	3	4	5
5. There's a limited amount that teachers can do to raise the basic performance level of students.	1	2	3	4	5
6. I feel successful about my efforts to help my child learn.	1	2	3	4	5
7. If teachers try really hard, they can get through to even the most difficult and unmotivated students.	1	2	3	4	5
8. I don't know how to help my child learn.	1	2	3	4	5
9. It's hard for teachers to know whether they are being successful with their students.	1	2	3	4	5

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	Strongly Agree 1	Agree 2	Neither Agree nor Disagree 3	Disagree 4	Strongly Disagree 5
10. Parents and guardians have more responsibility for children's learning than teachers do.					
11. I don't know how to help my child make good grades in school.					
12. A student's school grades depend on his or her home environment, so teachers have only limited influence.					
13. Teachers don't know how to teach some of the students in their classes.					
14. Other children have more influence than I do on my child's motivation to do well in school.					
15. I make a significant difference in my child's school performance.					
16. My child's teacher approves of my decisions about the ways I help my child learn.					
17. Teachers should be more concerned with fairness to the whole class than with fairness to individual students.					
18. Most of a student's success in school depends on the classroom teacher, so parents and guardians have only limited influence.					
19. If I try hard, I can get through to my child even when he/she has difficulty understanding something.					
20. Teachers generally know how to make educational progress with students.					
21. Other children have more influence on my child's grades than I do.					
22. A student's motivation to do well in school depends on the parents or guardians.					
23. Teachers usually know how to get through to children.					

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39. Please check the highest degree you have earned:

____ BA/BS	____ MA/MS + additional grad. credits
____ BA/BS + additional grad. credits	____ Ed.S.
____ MA/MS	____ Ed.D./Ph.D.

If you want to add any other information,
please use the space below.

Thank you very much!
Please put your questionnaire in the envelope provided.
Then place the sealed envelope in the central collection envelope in the school office.

The University of Memphis

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Teacher Questionnaire

Distributed by the Center for Research in Educational Policy
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Dear Teacher,

We want to know more about teachers' perceptions of their own influence and parent/guardians' influence on student learning. The statements inside this questionnaire reflect some teachers' ideas about these topics.

We would like to know what you think about each statement. There are no right or wrong answers, of course. We want to know your opinions about each of the statements. Please respond to each one, indicating the extent to which you agree or disagree by circling the appropriate number.

This information will assist your school in making decisions about parent involvement activities. All data will be presented in summary form only, and the information you provide on this form will remain completely confidential.

When you have completed the questionnaire, please place it in the envelope provided. Then place the sealed envelope in the central collection envelope located in the school office by April 12, 1995.

Thank you for your cooperation.

Dr. Satomi I. Taylor
Dr. Vivian G. Morris
The University of Memphis

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. I feel I am making a significant educational difference in the lives of my students.	1	2	3	4	5
2. My students' parents or guardians help their children with school work at home.	1	2	3	4	5

28. What is your estimate of the number of students in your class whose parents or guardians regularly spend time helping them with homework? _____

29. How much help with homework would you like most of your students' parents or guardians to give? (Circle your response.)

100%	75%	50%	25%	0
parent/ guardians help/ oversee all homework		*parent/ guardians help/ oversee half of homework*		*parent/ guardians don't help/oversee any homework*

30. What is your estimate of the number of students in your class whose parents regularly spend time with them on other educational activities (e.g., reading with them, playing games, etc.)? _____

31. What is your estimate of the number of phone calls you have with parents in an average month? _____

32. Current class enrollment: _____

33. How many of your current class of students qualify for the free lunch program? _____

34. Grade taught this year: _____

35. Your age: _____

36. Your sex: _____

37. Total years you have taught: _____

38. Total years you have taught at this school: _____

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	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
21. Most of my students' parents and guardians support the things I do.	1	2	3	4	5
22. Teachers should be more concerned with fairness to the class as a whole than with fairness to individual students.	1	2	3	4	5
23. My students' parents and guardians have little influence on their children's academic performance.	1	2	3	4	5
24. My students' peers influence their academic performance more than I do.	1	2	3	4	5

25. What is your estimate of the number of students in your class whose parents or guardians attend scheduled parent/guardian - teacher conferences? _____

26. How many of your students have parents who do volunteer work in the schools? _____

27. In the best of all worlds, what proportion of your students' parent/guardians would you like to do volunteer work in the school? (Circle your response.)

100%	75%	50%	25%	0
all of them		*about half of them*		*none of them*

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
3. If I try really hard, I can get through to even the most difficult and unmotivated students.	1	2	3	4	5
4. Children are so private and complex I never know if I am getting through to them.	1	2	3	4	5
5. My students' parents and guardians have little influence on their children's motivation to do well in school.	1	2	3	4	5
6. My students' parents and guardians don't know how to help their children make educational progress.	1	2	3	4	5
7. I usually know how to get through to students.	1	2	3	4	5
8. My students' parents and guardians feel successful about helping their children learn.	1	2	3	4	5

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	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
9. Most of a student's school motivation depends on the home environment, so I have limited influence.	1	2	3	4	5
10. Teachers and parent/guardians play different roles in the lives of students.	1	2	3	4	5
11. There is a limited amount that I can do to raise the basic performance level of students.	1	2	3	4	5
12. My students' parents and guardians help their children learn.	1	2	3	4	5
13. I am successful with the students in my class.	1	2	3	4	5
14. Parents and guardians, rather than teachers, are primarily responsible for children's learning.	1	2	3	4	5
15. I am uncertain how to teach some students.	1	2	3	4	5
16. If my students' parents and guardians try really hard, they can help their children learn even when the children are unmotivated.	1	2	3	4	5
17. I feel as though some of my students are not making any academic progress.	1	2	3	4	5
18. My students' peers influence their motivation more than I do.	1	2	3	4	5
19. Most of a student's performance depends on the home environment, so I have limited influence.	1	2	3	4	5
20. My students' parents and guardians make a significant educational difference in their lives.	1	2	3	4	5

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Parent Efficacy Questionnaire
Lipman and Faculty Research Grants

PRINCIPAL QUESTIONNAIRE

Directions:
My name is _____ and I'm working with Drs. Vivian Morris and Satomi Taylor to collect information for the Parent Involvement Study that will be included in the research report for your school. This interview should take about 15 minutes of your time. Is this a good time for the interview? If not, may I schedule when I should call you back or mail it to you?

1. **What is the name of your Parent Organization?**

   a. PTO
   b. PTA
   c. Other_____

2. **How satisfied have your been with the work of the parent organization this year?**

   1. Very satisfied
   2. Satisfied
   3. Not satisfied

3. **Would you indicate why you are very satisfied (or satisfied or not satisfied) with the work of the parent organization?**

4. **How satisfied are you with the efforts of your teachers to involve parents in the life of the school?**

   1. Very satisfied
   2. Satisfied
   3. Not satisfied

5. **Would you indicate why you are very satisfied (or satisfied or not satisfied) with the work of your teachers?**

6. **What special efforts have teachers made this year to encourage parents to participate in schools activities?**

   a. Phone calls
   b. Home visits
   c. Newsletters to homes
   d. Special notes to individual families
   e. Refreshments at meetings
   f. Child care provided at meeting site
   g. Door prizes
   h. Programs involving children
   i. Parent Resource room
   j. Other (Please list):

7. **In what ways have parents been involved in activities of the school this year?**

   a. Parent conferences
   b. Volunteers in the classrooms
   c. Phone conversations with teachers
   d. Open house programs
   e. Parents workshops or lectures
   f. Fundraisers
   g. Other activities: (Please list).
   h. Helping children with homework
   i. Others (Please list):

8. **Would you please mail to us any documents you have available that were used in planning your parent program or encouraging parents to be involved in activities at your school. For example:**

   a. PTO or PTA meeting agendas
   b. School newsletter
   c. School calendars
   d. Open house program
   e. Parent or student handbook
   f. Notices for special events (field trips, carnivals, picnics, programs)
   g. Others

   Mail to Dr. Vivian G. Morris at The University of Memphis, Ball Hall, Room 409.

9. **Is there anything else that you would like to add that hasn't been addressed?**

Name and Title of Interviewee_____
School Name_____
Interviewer_____Date and time_____